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interests of intermediate pupils, the authors have studied children in respect to their attitude toward different methods of presenting health facts. Finding that the average child wishes to increase his energy for his games and play and to avoid sickness, they have planned the book accordingly.

The second volume presents a more advanced discussion, dealing principally with the organisms of the body and their relation to each other. Particular attention is given to the proper care of these organisms as the most essential factor in promoting health and maximum efficiency. A notable feature is the treatment given to the training of the mind, both as the governor of the body and in its relation to the organs of sense which act as gateways to the mind.

The series is rich in illustrative material, as the authors believe that the best way of emphasizing health facts is to present them by means of photographs and drawings. At the end of each lesson, a list of health problems and questions is presented which will be of much practical value to the teacher. "At least one interesting and practical original exercise is suggested for every principle of health presented in each lesson" (p. v).

The scientific and practical treatment of this problem, with its psychological organization, will serve as a useful guide for health teaching in the elementary grades.

W. D. BOWMAN

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*World history for children.*—The development of a true sense of historical perspective for elementary-school children is exceedingly difficult. Certain it is that very few children in the grades have anything like an adequate time sense regarding the development of mankind. While their stage of maturity precludes the mature perspective which they may finally reach, nevertheless their perceptions of past events may be materially clarified by a wiser organization of the study of history. It is to give to the child a wide view of the experiences of the race that Professor Van Loon has recently presented his interesting and comprehensive account.<sup>1</sup>

The book begins with the origins of material and living forms, presenting in three brief chapters a simple story of the modern conception of this period. From this point on, the book describes the sequence of human progress through the major stages of history down to the present era. The book does in an elementary way what Wells's *Outline* does for the adult reader. In fairness to the author, however, it should be stated that seven years ago Professor Van Loon began to gather material for the series to which this volume belongs and that it is not in any sense an imitation of the Wells book.

The style of the book is particularly adapted to the interest of school children. It is good literature as well as good history. On the whole, the large number of illustrations adds much to the interest of the book. A possible

<sup>1</sup> HENDRIK VAN LOON, *The Story of Mankind*. New York: Boni & Liveright, 1921. Pp. xxviii+479. \$5.00.

criticism here would be that in a number of cases the interpretation of the picture depends upon a more mature understanding of its symbolism than the immature reader would possess. Animated maps are repeatedly used in a very effective manner.

The book is an excellent piece of work and should prove to be widely useful in the intermediate grades and the junior high school. In a number of respects it is a truly outstanding piece of work.

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*Language work growing out of a study of children's practices.*—Beginning the preparation of language textbooks with a useful examination of the actual practices of children who are to use the books is somewhat unique in textbook-making. This commendable effort has been made by the authors of a series of two books<sup>1</sup> recently issued by the World Book Company.

The authors, having examined thoroughly the scientific investigations of recent years which record prevalent language errors and spelling weaknesses, have based their drill lessons upon the findings. In addition, as the title indicates, the authors stress pupil activity; they teach functional grammar only; they teach both oral and written expression as a manifestation of the pupil's own thinking. Best of all, the authors constantly stress the social significance of language, seeking to teach in such a way that "the relation to good citizenship will become thoroughly established in the upper grades" (p. iv). Withal, the series furnishes for Grades III to VIII inclusive a thoroughly sound, progressive, and elastic course of study in English. In illustration, general appearance, and press work, the series is wholly commendable.

R. L. LYMAN

*Elementary treatment of electricity.*—General science instructors who need a simple and practical supplementary text on the subject of electricity will find a recent book<sup>2</sup> by Mr. Willoughby worth careful examination.

The book presents in simple, non-technical language the elements of electrical theory, together with a description of the use of electricity in the many practical situations of life. It is written for the intermediate and junior high school grades with the aim of giving only those principles which are of practical value. It provides questions and exercises for class discussion and also suggestions for experiments. The clear explanation of many common electrical devices and the excellent illustrations make a very interesting and useful supplementary manual. It meets a need which the general texts in physics or elementary science fail to supply.

<sup>1</sup> JULIA HELEN WOHLFARTH, *Self-Help English Lessons, First Book*. Pp. xiii+256. JULIA HELEN WOHLFARTH and JOHN J. MAHONEY, *Self-Help English Lessons, Second Book*. Pp. xiv+338. Yonkers-on-Hudson, New York: World Book Co., 1921.

<sup>2</sup> GEORGE A. WILLOUGHBY, *Practical Electricity for Beginners*. Peoria, Illinois: Manual Arts Press, 1921. Pp. 104.